**Career entry and**

**development profile**

1

**The induction period**

What is it?

The statutory induction period provides all newly qualified teachers

(

NQTs) with support in the first year of teaching after they are

awarded qualified teacher status (QTS). It builds a firm foundation

for professional and career development and has two main aspects:

•

an individual programme of professional development and

monitoring, and

•

assessment against national induction standards.

The standards for NQT induction are available on the [www.gov.uk](http://www.gov.uk) website:

**www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts**

The induction period lasts for the equivalent of three school terms.

Although your progress during induction will not affect your status

as a qualified teacher, you must complete the induction period

successfully to continue teaching in a maintained school or

non-maintained special school in England.

What does it involve?

During your induction period:

•

you will have an individual programme of planned professional

development

•

the career entry and development profile (CEDP) is designed to

help you think about your professional development at key points

towards the end of initial teacher training (ITT), during induction

and beyond

•

you will have an induction tutor, who should make sure you are

provided with an appropriate induction programme

•

you should be observed at least once every half term by your

induction tutor and/or by others as appropriate. These observations

should be followed by discussions at which you and your induction

tutor review your professional progress

•

you must have a reduction of 10 per cent of your teaching

timetable in relation to the other mainscale teachers in the school

(

those who are not in teaching and learning responsibility (TLR)

roles). This 10 per cent reduction is in addition to the guaranteed

planning, preparation and assessment (PPA) time that all

teachers receive

2

What should I do next?

Before you start your induction programme, it is recommended

that you:

**Activity**

**Completed**

Complete your CEDP up to transition point 1

Check you have successfully completed all the

QTS skills tests

Check you have QTS

Visit the school where you will undertake

your induction

Read any documentation you have been given

and ask for more if you need it

Contact your induction tutor, and give him or

her a copy of the outcomes from transition

point 1 of your CEDP

Looking at the outcomes from transition point 1,

think about your progress so far and consider

what you would like to achieve in the future

Use CEDP transition point 2 to start thinking

about your first teaching post, your induction

and your longer-term professional development

Ensure that your school has registered you as an

NQT with the appropriate body (in most cases

this is the local authority)

Towards the end of each term of your induction period you will

attend a formal assessment meeting with your induction tutor and/

or headteacher. After the first two formal assessment meetings, your

headteacher will report on your progress to the local authority, and

after the third meeting they will recommend to the authority whether

you have met the induction standards. The local authority will in turn

decide whether you have met all the requirements for satisfactory

completion of the induction period and will write to you, your

headteacher and the National College for Teaching & Learning (NCTL)

to tell them this decision.

3

Career entry and development profile

The CEDP is designed to help you think about your professional

development at key points towards the end of initial teacher training

and during induction. This folder contains a summary of the process

for completing the profile, explaining what it is, why it is important

and how it will support your professional development.

Using the CEDP

The profile is built around three transition points:

**Transition point 1**

towards the end of initial training, supported by your tutors in ITT

**Transition point 2**

at the beginning of induction, supported by your induction tutor

**Transition point 3**

towards the end of induction, supported by your induction tutor

For each transition point there is a set of questions designed to help

you reflect on your progress and think about your future learning

and development.

The CEDP is your profile and you have the main responsibility for

working on it. However, teaching is a collaborative profession, and you

will use the input from your tutors in ITT and your induction tutor to

help focus your reflections and identify your development needs.

4

Choosing a format

Reflection and professional discussion are important and these will

be echoed in the notes you make. Because reflection is so individual,

however, the profile is flexible and encourages you to decide how to

make your notes. You are not expected to write lengthy responses

unless you want to. You can write in paragraphs or bullet points,

handwritten or word-processed, as you prefer.

Collating a folder

The profile process should be tailored to meet your needs and can

be maintained in a paper copy or electronic format. If you wish to

use a folder, in addition to noting your responses at each of the three

transition points, you should collect existing evidence or even produce

new material about your reflections, achievements and plans.

If you choose to use a folder in which to store your profile, this would

‘build’ a paper copy of your profile. For example you could store:

•

your responses at each transition point

•

reports on your school experience during ITT

•

examples of your planning

•

records of objectives set during your ITT programme

•

your own audits of your progress towards meeting the

QTS standards

•

ITT programme assignments

•

your induction action plans

•

records of how your release time has been used

•

feedback on observations

•

records of review meetings

•

assessment reports

•

your reflections on your progress, or

•

any other evidence you would like to include.

Transition

point 1

Transition

point 2

Transition

point 3

1

Transition

point 1

**Transition point 1** – towards the end of initial training, supported by your tutors in ITT

Your tutor will introduce you to the profile as part of your initial teacher training, and towards the end of your training will work with you to reflect on your achievements, strengths and development needs so far. It is your responsibility to note your responses and retain the profile for future use once you are a newly qualified teacher, if you choose to use the paper copy profile rather than the electronic version.

# At transition point 1 you will: Completed

reflect on the strengths in your practice so that you can build on them during induction

work collaboratively with your tutors on the CEDP process

take responsibility for engaging with the process

and for noting responses

make your own notes to record your reflections and discussions

identity your key achievements

think about your aspirations for your teaching in the future

identify areas where you want to build up your expertise or where your development so far has been more limited

Together with your tutor, sign to confirm that transition point 1 discussions have taken place

# Confirmation of transition point 1

ITT providers should help you to complete your profile at transition point 1. Both you and your ITT tutor should sign to confirm that the appropriate discussions have taken place at transition point 1.

5

6

This is not an exhaustive list of questions and you may

want to add your own.

Questions for transition point 1

1

. At this stage, which aspect(s) of teaching do you find most

interesting and rewarding?

•

What has led to your interest in these areas?

•

How would you like to develop these interests?

2

. As you approach the award of QTS, what do you consider

to be your main strengths and achievements as a teacher?

•

Why do you think this?

•

Give examples of your achievements in these areas.

. In which aspects of teaching would you value further experience?

3

•

Are there aspects of teaching about which you feel less

confident, or where you have had limited opportunities to

gain experience?

•

Do you have areas of particular strength or interest that you

would like to build on further?

•

Which of these areas do you particularly hope to develop

during your induction period?

4

. Do you have any thoughts about how you would like to see

your career develop?

•

As you look ahead to your career in teaching, do you have

longer-term professional aspirations and goals?

Check – how well have you:

•

reflected on your broader experience and the relevant skills

and expertise you have developed?

•

thought about why you are motivated towards particular

aspects of teaching?

•

identified why you want to explore some areas of

teaching further?

**Confirmation of**

**transition point 1**

Both your ITT provider and you should sign below to confirm that: you have jointly considered your experience from before, during and outside your formal training programme, identifying key points in relation to your teaching.

7

Signature of trainee teacher

Date

Name (in block capitals)

Signature on behalf of ITT provider

Date

Name (in block capitals)

Job Title

• ITT tutors are signing to confirm that the discussion has taken

place at transition point 1 rather than verifying the notes made

as a result.

• ITT tutors who sign this confirmation are not at the same time

confirming that QTS has been awarded.

• The trainee teacher should retain their CEDP.

• ITT providers should retain copies of the relevant pages for

their own records.

2

**Transition point 2 –** at the

beginning of induction, supported

by your induction tutor

It is your responsibility to retain the CEDP materials from transition point 1 and to share them with your induction tutor when you begin your induction period. Together, you will discuss your priorities for development in the context of your post as an NQT. You will then work with your induction tutor to set objectives and write an induction action plan.

You will already be familiar with the process of setting objectives from your initial teacher training. You will know from experience that the most effective objectives are challenging but realistic. They will have a precise focus that you and the colleagues supporting you understand. You will then need to identify what support you need to help you meet your objectives, who will be responsible for what and when the activities will take place. It is important that you know the purpose of your programme and what it will involve, and that the people you are working with – and learning from – understand it too.

Transition

point 2

## At transition point 2 you will: Completed

share with your induction tutor your experiences of ITT, your strengths, achievements, development priorities and ambitions, and any new needs arising from the context of your class(es) and school

think about how these points relate to, build on or differ from your responses at transition point 1, and discuss your thinking with your induction tutor

set professional development objectives and start to plan your individualised support programme with your induction tutor

maintain a record of your induction action plan.

8

9

With your induction tutor, you will review and revise your

action plan at professional review meetings every six to

eight weeks throughout your induction period.

This is not an exhaustive list of questions and you may

want to add your own.

Questions for transition point 2

1

. At this stage, what do you consider to be the most important

professional development priorities for your induction period?

Why are these issues the most important for you now? In thinking

about this, consider:

• your responses at transition point 1

• the post in which you are starting your induction period

• any feedback you already have from your induction tutor

or other colleagues,

and

• your self-review against the standards.

2

. How have your priorities changed since transition point 1?

You may have new needs and areas for development related to:

• the pupils you will be teaching, for example: their attainment

levels; the proportion of pupils who are gifted and talented or

who have special educational needs; the number of pupils who

speak English as an additional language

• the context of the school, for example, its phase, size,

geographical area, organisation

• the subject(s) and year group(s) you will be teaching (NQTs

should not normally be required to teach subjects and/or age

ranges outside their trained specialisms without additional

support)

• the courses and schemes of work you will be using

• the resources to which you will have access in order to

support pupils’ learning

10

•

the responsibilities you will be taking on (NQTs should

not normally be asked to take on additional non-teaching

responsibilities without additional support), and

•

your career plan.

. How would you prioritise your needs across the induction period?

3

•

What do you feel should be the short-, medium- or long-term

priorities?

•

What is your reasoning for prioritising in this way?

4

. What preparation, support or development opportunities do you

feel would help you move forward with these priorities?

Check – how well have you:

•

considered background information about your new school

and pupils?

•

prepared for your discussions with your induction tutor, deciding

how to share your CEDP and other supporting information?

•

engaged in productive discussion and negotiation with your

induction tutor?

3

**Transition point 3** – towards the end of your induction period, supported by your induction tutor

This stage of the process helps you to review your professional development over the entire induction period and to take stock of how much you have achieved. It will help you to focus on your continuing professional development needs for your second year of teaching, and prepare you for involvement in the school’s performance management arrangements.

### At transition point 3 you will: Completed

reflect with your induction tutor on your successes and achievements during your induction period

Transition

point 3

evaluate your induction support programme

think about and discuss the challenges you have faced as an NQT and reflect on your own learning as a teacher

make notes to record your reflections and discussions

focus on your continuing professional development objectives for the second year of teaching, drawing on the processes of reflection and analysis developed during induction

prepare for involvement in the school’s performance management arrangements

consider how you will maintain your continuing professional development and review records, for example in a portfolio or e-portfolio

11

12

This is not an exhaustive list of questions and you may

want to add your own.

Questions for transition point 3

1

. Thinking back over your induction period, what do you feel have

been your most significant achievements as an NQT?

• What have been your key learning moments?

• What prompted your learning on these occasions?

• Which aspects of your induction support programme have

you particularly valued, and why?

2

. How have you built on the strengths you identified at the end

of your initial teacher training?

• What evidence is there of your progress in these areas?

3

. When you look back over your induction action plans and your

records of review meetings, which objectives do you feel have

been achieved and why?

• Are there any areas where you are less satisfied with

your progress?

• Why is this?

• What further actions will you take in these areas?

• What further preparation or support do you feel you will need?

4

. Have any of the objectives, aspirations and goals that you

outlined at transition points 1 and 2 not been addressed

during your induction period?

• How could you take these forward into the next stage of

your career?

5

. Thinking ahead to the class(es) you will teach and the

responsibilities you will be taking on next year, what do you

feel are the priorities for your professional development over

the next two or three years?

13

6

. What options are you currently considering for professional and

career progression?

•

Why are you interested in extending your expertise in this way?

•

What could you do to move towards achieving these ambitions?

Check – how well have you:

•

reflected on your professional development so far? How have

your ITT and induction helped you to arrive at this point in your

professional development?

•

identified the evidence of your successes?

•

taken a balanced view of your progress during induction?

•

looked ahead and identified what you want to achieve next?

•

researched the continuing professional development support

systems available to you?

For induction support please contact your

**LA NQT Induction Team**

Appropriate Body Named Contact – Helen Ellison

[helen.ellison@darlington.gov.uk](mailto:helen.ellison@darlington.gov.uk)

Training and Support – Joanne Neasham, [jneasham@abbeyfed.darlington.sch.uk](mailto:jneasham@abbeyfed.darlington.sch.uk) Karen Phillips and Val Rayner

NQT Induction Programme Coordinator – Jenny Dellipiani

[jenny.dellipiani@darlington.gov.uk](mailto:bridget.cooper@darlington.gov.uk)

01325 405810